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BULLETIN

State Teachers College

FREDERICKSBURG, VIRGINIA

Summer Quarter

1926

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MONROE HALL, STATE TEACHERS COLLEGE, FREDERICKSBURG, VA.

BULLETIN

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FREDERICKSBURG, VIRGINIA

Summer Quarter

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First Term: June 14-July 23

Second Term: July 24-August 27

PORTSMOUTH, VA.:
PRINTCRAFT PRESS, INC.
1926

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The State Teachers College at Fredericksburg is supported by the State of Virginia in order that the young women of Virginia may have opportunity for preparation as teachers and home builders.

The summer quarter is as follows: First term, June 14-July 23; second term, July 24-August 27.

The winter session begins September 21.

Any one interested in either the summer session or the regular winter session, may secure full information, catalog, etc., by writing

A. B. Chandler, Jr., *President*,
Fredericksburg, Va.

Summer Quarter

OFFICERS

A. B. Chandler, Jr.
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B. Y. Tyner
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Frances Thompson
Librarian

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A. B. CHANDLER JR., B. A., M. A.

PRESIDENT

Preparatory Education in Virginia Midland and Bowling Green Academies; B. A. and A. M., University of Virginia; Teacher in Locust Dale Academy; Miss Ellet's School for Girls; Special Student in Law, Washington and Lee University; Principal Clifton Forge Graded and High School; Principal in Richmond Public Schools; Professor English in Virginia Mechanics' Institute; Conductor of State Summer School at Fredericksburg; State School Examiner; Author Virginia Supplement to Frye's Grammar School Geography; Editor of School Page of News-Leader; Dean Fredericksburg State Normal School, 1911-1919; Co-Editor Virginia Journal of Education, 1918-1919; President Fredericksburg State Teachers College, May, 1919—.

BUNYAN Y. TYNER, B. A., M. A.

DEAN, AND EDUCATION

Preparatory Education in Buies Creek Academy and Business College, North Carolina; B. A., Wake Forest College; M. A., Columbia University, with Special Diploma in Education; Teachers' College; Teacher in Public Schools of North Carolina; Instructor in Buies Creek Academy Summer School; Principal the Wingate High School of North Carolina; Graduate Student, Teachers' College, Columbia University, Summer Session 1919; Fredericksburg State Teachers College, 1912—; Professor in Education, Wake Forest College, Summer Session 1921—; Dean and Registrar Fredericksburg State Teachers College, Summer Quarter, 1922—.

FRED M. ALEXANDER, B. A.

EDUCATION

B. A., College of William & Mary; student University of Virginia; Principal of Morrisville High School, 1907-1910; Principal of Orange High School, 1910-1913; Principal of Cape Charles High School, 1913-1916; Secretary Bureau of Extension, University of Virginia, 1916-1917; Instructor Fredericksburg State Teachers College, Summers of 1912, 1913, 1914, 1923 and 1924-25; Local Manager, University of Virginia Summer School, Summers of 1915-1919; Chairman of the State High School Course of Study Committee on Mathematics, 1923 revision; Member of Southern Commission on Accredited High Schools; Principal of the Newport News High School, 1917; President State Teachers Association.

CLYDE BUSBY, B. S., M. A.

EDUCATION

Graduate State Teachers College, Kirksville, Mo., with B. S. Degree; M. A., Teachers College, Columbia University, majoring in Education; Assistant Professor of Education, College of William and Mary, two summers; Principal in Richmond City Public School system; Professor Education Fredericksburg State Teachers College, Summer 1924—.

ETHEL I. SUMMY, A. B., M. A.

EDUCATION

Graduate City Normal School, Washington, D. C.; A. B. and M. A., George Washington University; Graduate Student Teachers' College, Columbia University, 1918-19; Assistant in Nature Study and Gardening, Wilson Normal School, Washington, D. C.; Primary Demonstration Teacher, University of Tennessee Summer School, 1917; Instructor in Education, University of Virginia Summer School, 1918-19-20; Institute Work in Maryland and Virginia; Elementary Supervisor Fredericksburg State Teachers College, 1920; Fredericksburg State Teachers College, 1922—.

FLORENCE V. CORSON, A. B., A. M.

EDUCATION

Graduate of Williamsport, Pa., High School; A. B., New York State College for Teachers, Albany, N. Y.; A. M., Teachers College, Columbia University; Instructor in Latin, High School, Condevsport, Pa.; Director of Normal Department, Broaddus College, Philippi, W. Va.; County Normal Director of Sciots County, Ohio; Instructor in Education (Summer session), Bethany College, Bethany, W. Va.; Director of Normal Department, Alderson Baptist Junior College, Alderson, W. Va.; Supervisor of Elementary Practice and Instructor in Education, Fredericksburg State Teachers College, 1925—.

ASHTON HATCHER, B. S.

ELEMENTARY EDUCATION

Graduate Chester High School; Professional Diploma from Farmville State Normal, 1911; Summer Work, University of Virginia, 1914; Summer Teachers' College, 1921; Third and Fourth Grades, St. Paul, Va., 1911-1913; Fourth and Fifth Grades, Chester Agricultural High School, 1913-1917; Second Grade, Marion, Va., 1917-18; Supervisor Second Grade, Ferdericksburg Normal, 1920-23; Student Teachers College Columbia University with B. S. Degree; Summer School State Teachers College, Fredericksburg, 1925; Professor Education North Carolina College for Women, 1925-26.

WALTER JORSENSEN YOUNG, A. B., A. M., Ph. D.

SOCIAL SCIENCES

A. B., Richmond College, 1907; A. M., 1910; Ph. D., 1911, University of Pennsylvania; Graduate Student, Summer Session, Columbia University, 1911; Summer Session, University of Pennsylvania School of Education, 1913; Professor of Biology, Psychology and Philosophy, Hampden-Sidney College, Virginia, 1911-13; Professor of Philosophy and Education, Richmond College, Virginia, 1913-18; Supervisor of City Schools, Suffolk, Va., 1918-19; Professor of Education, Summer Session, Harrisonburg State Normal School, 1918; Principal of Summer School, Suffolk, Va., 1919; Fredericksburg State Normal School, 1919-24; Professor Geography, University of Tennessee, Knoxville, Tenn., Summer 1925; Fredericksburg State Teachers College, 1924—.

JAMES MORTON HERRING, A. B., A. M.

SOCIAL SCIENCE

Graduate Penn Argyle H. S., 1912; Lafayette College, 1916-17, 1919-22; A. B., Lafayette College, 1922, and A. M., 1924; Columbia University Summer School, 1922; Assistant Professor Social Science, LaFayette College, 1922-24; Professor Social Science, Fredericksburg State Teachers College, 1925; Assistant Professor, University of Pennsylvania, 1925-26.

J. H. CHILES, C. E.

HISTORY

Preparatory Education in Public and Private Schools of Virginia; Graduate of V. M. I.; Teacher in Private Schools of Arkansas and Virginia; Associate President of Tennessee Female College, Franklin, Tennessee; Principal of Somerset High School, Virginia; Division Superintendent of Schools, Spotsylvania County, Virginia; Vice-President S. T. A., District A, 1920—; Fredericksburg State Teachers College, 1917—.

ROY SELDEN COOK, B. S., M. S., Ph. D.

SCIENCE

Preparatory Education at Miller School, Miller School, Va.; B. S., M. S., Ph. D., University of Virginia; Instructor in Science and Mathematics, Charlottesville High School; Principal of High School, Accomac, Va.; Fredericksburg State Teachers College, 1916-18; with A. E. F., 1918-19; Fredericksburg State Teachers College, 1919-21; Instructor in Chemistry, Miller School, Miller School, Va., 1921-22; Graduate student in Chemistry, University of Virginia, 1922-25; Fredericksburg State Teachers College, 1925—.

MARY VIRGINIA MILLIGAN, Ph. B., A. M.

NATURE STUDY AND BIOLOGY

Graduate Warren Academy, Denver, Colorado; Summer School, Colorado Agricultural College; University of Denver; Ph. B., University of Chicago; Summer School, University of California; A. M., University of Illinois; Instructor, High School, Fort Collins, Colorado; Nature Study, Councillor Millhurst Camp, Chicago; Graduate Assistant, University of Illinois; Professor Nature Study and Biology, State Teachers College, Fredericksburg, 1925—.

HELEN HOUSER SCHULTZ, B. S.

SCIENCE

Preparatory Education in Public Schools of Springfield, Ill.; Student University of Chicago, Summer 1913; University of Tennessee, Summer 1915; University of Colorado, Summer 1922; Howard College, Birmingham, Alabama, Summer 1923; George Peabody College for Teachers, Summers 1917, 1918, 1924, and regular sessions of 1924-25, 1925-26; Applicant for B. S. Degree, June, 1926; Teacher of Science and English in High School Department of consolidated Rural School at Citronelle, Alabama, 1914-24; Natural Science Fredericksburg State Teachers College, Summers 1925-26.

W. N. HAMLET, C. E.

MATHEMATICS AND SCIENCE

Educated in Public Schools of Lynchburg; C. E. of V. M. I.; Special Courses in Science and Mathematics at University of Virginia and Cornell; Principal of Public High Schools at Ashland, Va., and Lonoke, Ark.; Instructor in Science in State Summer Schools; Assistant Principal John Marshall High School, Richmond, Va., and Head of Science Department in same; Professor of Analytical Chemistry in Department of Pharmacy, Medical College, Richmond, Va.; Director Analytical Chemistry in the Medical Department of the Medical College, Richmond, Va.; Fredericksburg State Teachers College, 1911—.

WINSTON CARTER BLEIGHT, M. A.

MATHEMATICS

A. B., Washington and Lee University, 1915; M. A., Columbia University, 1920; Principal Public Schools, Williamsburg, Va.; Head of the Department of Mathematics, Newman Manual Training School, New Orleans, La.; Principal High School, Whaleyville, Va., 1923; Fredericksburg State Teachers College, Summer 1925—.

LULU C. DANIEL, Ph. B., M. A.

ENGLISH

Graduate, State Normal School, Ada, Okla., 1915; Ph. B., University of Chicago, 1919; M. A., University of Chicago, 1922; Head of English Department and Principal of High School, Marietta, Okla., 1915-18; Instructor in English, State Teachers College, Peru, Nebraska, 1919-1921; Instructor in English, Iowa State College, Ames, 1922-23; Instructor in English, State Normal School, Mt. Pleasant, Mich., 1923-24; Head of English Department, State Teachers College, Fredericksburg, Va., 1924—.

MARGARET D. MOORE, B. S., M. A.

ENGLISH

Graduate, High School, Hornell, N. Y., and State Normal School, Geneso, N. Y.; B. S., Teachers College, Columbia University; M. A., George Washington University; Special Student, Cornell University and University of Rochester; Graduate Student, American University; Critic Teacher, State Normal School, Indiana, Pennsylvania, 1906-1913; Supervisor of English, State Normal School, New Paltz, N. Y., 1913-1926; Critic Teacher, City Training School, Rochester, N. Y., 1917-18; Instructor in Primary Methods, Grove City College, Pennsylvania, summers 1915-1918; Assistant Educationist in charge of citizenship training of candidates for naturalization, Bureau of Naturalization, Department of Labor, Washington, D. C., 1918-1925; Lecturer in Religious Education for Board of Sunday Schools, Methodist Episcopal Church, 1920-1925; Professor of English, State Teachers College, Fredericksburg, Virginia, 1925—.

MARY E. McKENZIE, A. B.

ENGLISH

Graduate, Eastern High School, Washington, D. C.; A. B., Oberlin College, Oberlin, Ohio; George Washington University, Summer Session, 1923; Columbia University, Summer Session, 1925; Head of English Department, Fredericksburg High School, 1924-25; Fredericksburg State Teachers College, 1925.

JEAN ROSBOROUGH, Ph. B., B. E.

ENGLISH

Educated Eureka College, Eureka, Illinois; Ph. B., University of Chicago; Chicago School of Expression and Dramatic Art; Bachelor of Expression, Dearborn School of Lyceum Arts, Chicago; Speech Arts, Mrs. Ella Wilson Smith, Chicago; Special Instructor Starrett School for Girls, Chicago; Professor of English and French, State Teachers College, Fredericksburg, 1925—.

HARRIET G. COBB

FINE ARTS

Diploma Southern College; student Richmond Woman's College, University of Virginia, Columbia University; The Berkshire Summer School of Art; William and Mary Extension Courses; Teacher in Keysville High School, 1912; Teacher Public Schools, Tallapoosa, Ga., 1913; Teacher Public Schools, Elizabeth City, N. C., 1914; Supervisor of Art in elementary grades and junior high, Richmond, Va., 1912-1922; Member of the Eastern Arts Association; Instructor of Art, John Marshall High School, Richmond, Va., 1922-1926.

NANCY BEYER, B. S.

INDUSTRIAL ARTS

Graduate Pratt Institute, 1907; Special Student N. Y. School Applied Design, 1904; Stevenson Art School, Pittsburg, 1902-03; Teachers College, Columbia University, 1922-23; B. S. degree Teachers College, 1925; taught Fine or Industrial Arts in following: Elm Vocational School, N. Y., 1913-15; Public Schools, Cola, Pa., 1912-13; Stevenson Art School, 1908-09; Kendall College, 1909-10; Winthrop College, 1916-19 and 1920-21; Roanoke Rapids, 1921-22; Appalachian Training School, 1923-25; State Normal School, Salisbury, Md., 1925-26.

ELLEN C. DONOHUE, A. B.

PHYSICAL EDUCATION

A. B., New York State College for Teachers, Albany, N. Y.; Graduate Sargent School for Physical Education, Cambridge, Mass.; Instructor in Club Swinging and Dancing, Sargent School, 1921-22; Athletic Instructor, Sargent Camp, Peterboro, N. H., 1922; Dancing and Swimming Instructor, Playgrounds, Rochester, N. Y., 1922 and 1923; Supervisor of Physical Training Public Schools, Buffalo, N. Y., 1922-25; Fredericksburg State Teachers College Summer School, 1925; Fredericksburg State Teachers College, 1925—.

LOUISE SLAIGHT

PHYSICAL EDUCATION

Graduate Tuscarora High School, New York; Graduate Sargent School Physical Education, 1923; Supervisor Physical Training, Public Schools, Buffalo, N. Y., 1923—.

BESS A. HUEY

PUBLIC SCHOOL MUSIC AND VOICE

Graduate in Piano, Marshall College, Huntington, W. Va.; Graduate, Cornell University Music Department; Student, Cincinnati Conservatory; Piano Ernest Kroeger, St. Louis, Mo.; Voice, Jean Trigg, Richmond, Va.; Supervisor of Music, Norton, Va.; Supervisor of Music, Clendenin, W. Va.; Supervisor of Music, Matoaka, W. Va.; Assistant in Music, Fredericksburg State Teachers College, 1924-25.

ELIZABETH ELLIS JACKSON

PUBLIC SCHOOL MUSIC

Graduate Tazewell High School; Randolph-Macon Woman's College, 1908-10; Cornell University Summer School, summers 1916-17-18; Cincinnati Conservatory of Music, summer 1924; Director of Public School Music and teacher of piano several school systems in Virginia and West Virginia.

MRS. CHARLES LAKE BUSHNELL, B. A.

DEAN OF WOMEN AND BIBLE

Graduate University of Tennessee, B. A.; Professor of Latin, Reidsville, N. C.; High School; Professor of English, Winthrop College; Principal Gwynn School; Dean of Women, Synodical College, Fulton, Mo.; Dean of Women, Fredericksburg State Teachers College, 1921; Graduate Student, Teachers College, Columbia University, Summer 1925; Dean of Women, Fredericksburg State Teachers College, 1925—.

MRS. DALIA L. RUFF

DIETITIAN AND ASSISTANT DEAN OF WOMEN

Educated in Public Schools of Virginia; Graduate State Normal School, Farmville, Va.; Teacher in Public Schools of Virginia, 1906-11; Teacher in High Schools of North Carolina, 1911-18; State Normal College, Greensboro, N. C.; Fredericksburg State Teachers College, 1919—.

FRANCES THOMPSON

LIBRARIAN

Educated in Private and Public Schools and High School of Fredericksburg; Fredericksburg College; Library of State Teachers College, 1925; University of Virginia Summer School, 1925; Librarian State Teachers College, Fredericksburg, 1925—.

HILDA E. HAYNIE, R. N.

COLLEGE NURSE

Graduate, Reedville High School; educated Blackstone College; Farmville College; Atelier of Huston & Clark, Richmond, Va.; Special Art Course, summer session, University of Virginia, 1922; Graduate Grace Hospital School of Nursing, 1924; one year private nursing; Trained Nurse, State Teachers College, 1925—.

OLIVE ANN BERRY

PRIMARY CRITIC

Graduate of Fredericksburg High School; Graduate Fredericksburg State Teachers College, 1922; Teacher for three years in Elementary Public Schools of Virginia; Student, Teachers College, Columbia University, Summer, 1925; Supervisor First and Second Grades, Campus Training School, 1925—.

HARRIET D. SNOW, A. B.

GRAMMAR GRADE CRITIC

Graduate Southern College, Petersburg; Summer Sessions, Teachers College, Columbia University, Harvard University and University of Virginia; College of William and Mary, A. B. Degree; Bainbridge Junior High School, Richmond, 1915-26.

MOLLY COATES, B. S.

ASSISTANT REGISTRAR

Graduate of Fredericksburg State Teachers College with B. S. Degree in Commercial Education, 1924; Assistant Registrar and Assistant in Commercial Department, Fredericksburg State Teachers College, 1924—.

VIOLET SHEFFIELD

WRITING

Public School Teacher; Holder Locker Diploma; Special Teacher Locker System of Handwriting.

The Summer Quarter

The 1924 Legislature changed the name of the State Normal Schools to Teachers Colleges. Our legal name is "State Teachers College, Fredericksburg, Va."

The essential facts in a nutshell pertaining to the organization and courses of study of the State Teachers College at Fredericksburg for the summer of 1926 have been set forth in a special bulletin issued by this college January, 1926, entitled, "Summary of Facts About Summer and Winter Schools." In order that prospective students may at once have a grasp of the scope of our Summer Quarter work, the material in the bulletin referred to is quoted below:

SITUATION

The college is situated on Marye's Heights, adjoining the City of Fredericksburg, the most Historic City in America, and has a most capacious and beautiful campus, including a grove of eight acres, open air theatre, standard athletic field, tennis courts, and other facilities and equipment for the instruction, comfort and happiness of the student body.

STANDARD COLLEGE

The college is standard, having been accredited by the State Board of Education of Virginia, the Legislature of Virginia, and the American Association of Teachers Colleges, in which it holds membership.

FACULTY

The faculty—both men and women—are especially trained and experienced for the educational program of a teacher-training college, the heads of departments holding the Ph. D. or M. A. degree, or equivalent.

COURSES

The college offers courses leading to any grade of certificate granted by the State Board. Completion of the two year curriculum for elementary teachers secures the two year Diploma and the Normal Professional Certificate. Completion of the four

year curriculum secures the degree of Bachelor of Science in Education and the Collegiate Professional Certificate. A degree student may major in any of the Academic College subjects (English, History, Science, Mathematics, Latin, French), or in Physical Education, Public School Music, Fine and Industrial Arts or Business Subjects. A strong two year course in Home Economics is given in the regular session only. A student may take her degree either in the Elementary or in the Secondary field. Those planning to teach in High Schools, and falling short of the degree, may secure the *Special Certificate* on completing a minimum of thirty college session hours, including at least six session hours in each of two related subjects and three session hours in Education and one session hour in Hygiene and Physical Inspection.

Any curriculum may be completed in regular sessions or in combinations of summer quarters and regular sessions. Especially are students who have completed the two year curriculum invited to continue toward their degree in regular sessions or in the summer quarter. Both men and women are received for the summer quarter, the former living in the city.

ACCOMMODATIONS

All students in State review course (discontinued after 1926) or in professional courses are offered accommodations in the Dormitories.

RECREATION

Various forms of recreation are provided for the students, such as games, artists' course, receptions, visits to historic spots.

Special reduced rate week-end tickets are sold to the college students to Washington or Richmond or intermediate points.

SOCIAL LIFE

The social life of the students is carefully planned and supervised by a trained Dean of Women. The whole life and atmosphere of the college tend to set correct social standards and cultivate the social spirit.

HEALTH

The health conditions are well-nigh perfect. A trained nurse looks after the physical welfare of the students under the direction of the College Physician who visits the school daily.

EXPENSES

The total expenses for the first term of the summer quarter are $40.00, and for the second, $35.00. Non-residents of Virginia pay an additional tuition charge of $10.00 per term or $20.00 per quarter.

STUDENT AID POSITIONS AND LOANS

Dining room aid positions are open to about thirty students. A few students may be helped through the student loan fund.

CATALOGS

Separate catalogs are issued for the summer quarter and for the winter session. The former is ready by March 1st and the latter by April 1st of each year. Either will be mailed on request. *Please indicate the one you wish. See our catalog before deciding what college you will attend.*

ENTRANCE CREDITS

Students taking the review course for first grade certificate must present at least eight high school units. All others must be graduates of accredited public or private high schools, or hold the first grade certificate, or pass the college entrance examinations, to be given in each school division of the State May 27-29.

DATES

The Summer Quarter for 1926 opens Monday, June 14, closing Friday, August 27. The Second Term of the Quarter begins Saturday, July 24 for professional students on the six weeks basis and Monday, July 26, for all other students. The Winter Session for 1926-1927 opens Tuesday, September 21.

HOW TO REGISTER

No room reservation is made until a student regularly registers, which includes the following steps:

1. Filling in the application form found in the back of the catalog, or sent separately on request;
2. Sending check or money order for room reservation—$3.00 for summer term or quarter; $5.00 for winter quarter or session. These advance payments are not additional charges, but serve as a guarantee of good faith and are credited on the student's account.

As soon as these two conditions are complied with, the student is regularly registered, given a rooming assignment and so notified. In order to be sure of accommodations, you are advised to register early.

LOCATION OF SCHOOL

The Fredericksburg State Teachers College occupies about sixty acres on the celebrated Marye's Heights. The student of history will recognize this location as one of the most historic spots in America. It was for the possession of these heights that the great battle of Fredericksburg was fought in December, 1863. At the foot of this hill is the old Sunken Road that figured so conspicuously in this battle.

The school is located on one of the most elevated points in Tidewater Virginia, and commands a magnificent view of Stafford Heights and the Rappahannock Valley.

The scene from the school on a clear day is one of the most inspiring and beautiful in the State.

A most attractive feature of the school grounds is a beautiful grove of about ten acres. This grove contains many varieties of our native trees and offers a delightful park for the students.

The topography of the campus is sufficiently rolling to render it in every way attractive. In the center of the grounds is a spring of pure water that enjoys an enviable local reputation.

The elevation of the school is such as to give at all times pure air.

The corporate limits of the city of Fredericksburg adjoin the school grounds. A splendid driveway and concrete sidewalk connect the school with the city. The students have ample opportunity for church attendance, shopping and sightseeing.

BUILDINGS

The buildings are of classic types of architecture, convenient, large and handsome. Every student's room is well lighted and ventilated and is furnished in mission style and contains stationary washstand with hot and cold water, dresser, center table, single beds, electric lights and two large inlet wardrobes. There are four Dormitories—Virginia Hall, Frances Willard Hall, Betty Lewis Hall, and the Mitchell Residence.

The dining room is large and splendidly lighted. The kitchen is supplied with every convenience and modern sanitary requirement. The stairways are constructed of fireproof material.

The magnificent administration building is a spacious, thoroughly ventilated building with recitation rooms, gymnasium, swimming pool, rest room, post office and auditorium. This is one of the coolest and best ventilated buildings for summer work in Virginia.

The laboratory equipment in the various departments is unexcelled for summer school students.

In the library may be found about eight thousand volumes of selected works bearing on all phases of study for summer school teachers and on the tables may be found the current magazines and newspapers, all of which are placed at the disposal of the summer school.

In connection with the dormitories the school conducts an up-to-date laundry for the summer school students.

This service is included in the cost for board.

The buildings and grounds are all lighted by electricity.

REDUCED RAILROAD FARE

Reduced railroad rates are provided for students attending the Summer School for either the first or second term on the identification certificate plan. The reduced rates will be given by the railroad companies. Identification certificates will be sent out to all registered students a week before the opening dates of the first and second terms respectively. Students living on the Eastern Shore should purchase one fare tickets to Old Point or Norfolk and use the identification certificate for round trip ticket from either of these points to Fredericksburg and return. All students who can possibly do so are urged to use the identification certificate for attendance by rail travel since they are sold at one and a half fare, and considerable financial saving will thus be effected.

Round trip week-end tickets to Richmond ($2.60) and to Washington ($2.40) and intermediate points were sold to the college students last session by the R. F. & P. R. R. Co., and if the business justifies it the Railroad Company assures the college that this policy will be contined for the 1926-27 session. This college is nearer each of these Capitals than any other college for women in the State and the low rate offered gives opportunity to the students to visit the Capitals at small cost or to make week-end visits to intermediate points at correspondingly reduced rates.

ACCOMMODATIONS IN PRIVATE HOMES

A number of students may be accommodated in private homes in the city. Such students may take their meals in the dining hall of the school if they so desire.

A list of homes will be sent on request, with prices. Students should correspond directly with the individual homekeepers and make their own contracts.

FREDERICKSBURG

This beautiful little city of about eight thousand people is one of the cleanest, most progressive and prosperous cities of its size in the South.

It is an ideal home city, having within its confines a people noted for their hospitality, neighborly kindness and respect for the best in social ideals.

In the matter of historical associations, it is one of the oldest and most interesting in America. It was founed in 1727, and named for Frederick, Prince of Wales, father of George II. It is advertised by the Chamber of Commerce as "the most historic city in America."

It was here that George Washington came as a youth and grew to young manhood. Here his mother lived, died and is buried. Over her the devoted women of America have erected an imposing shaft.

It was in this historic city that Washington was made a Mason. Everywhere in the city we find something associated with his life and influence and his spirit still lives in the patriotic thinking of the people.

Here is found Kenmore, the beautiful home of Colonel Fielding Lewis, who married a sister of Washington; the old Rising Sun Tavern, the resort of many of the notables of General Washington's day; the old house to which James Monroe held a pocket deed to qualify him for a seat in the House of Burgesses; the home of General Hugh Mercer, who was killed at the battle of Princeton; the only home that John Paul Jones ever had in America, and from which he went to establish the American Navy; the law offices of James Monroe; the birthplace and home of Commodore Matthew F. Maury, the man who has received perhaps more recognition from the scientific world than any other American, and many other places associated with the early history of our country.

No place in America is more closely identified with the history of the War between the States than Fredericksburg and the country adjacent. Here within a radius of fifteen miles was spilled, perhaps, more blood during this war than upon any equal area at any time on the face of the globe up to the recent world war. Any lover of history must be delighted with a visit to Fredericksburg. The scenery in and around the city is beautiful, the climate unsurpassed, the water supply pure and abundant, and the health record is equal to that of any city in Virginia.

RAILROAD AND BUS CONNECTIONS

Fredericksburg is situated on the Rappahannock River, one hundred and twenty-five miles from Chesapeake Bay, and a

pleasant ride from the capital of the United States and the capital of Virginia. Several railroads center here—the Richmond, Fredericksburg and Potomac; the Potomac, Fredericksburg and Piedmont; the Seaboard Air Line; and the Atlantic Coast Line.

There are about fourteen trains ariving in Fredericksburg over these lines from Richmond and a like number from Washington every day. These trains make connection at Richmond and Washington for all points and at Alexandria for all points on the Southern Railroad; at Doswell for all points on the Chesapeake and Ohio Railroad. The Potomac, Fredericksburg and Piedmont has one train a day to and from Orange Court House, where connection is made with the Southern and C. & O.

Bus lines run daily between Fredericksburg and Orange, Center Cross, Warsaw and Culpeper.

WHEN YOU ARRIVE

When you arrive, take a jitney to the College. On arriving at the school, give your trunk check to the Dean of Women, who will have your trunk taken promptly to the school. Teachers will pay their own livery service, the charge for which is moderate —25c for passenger, including suit case, and 35c for trunk. Every trunk should be plainly marked with the student's name. This is important.

ATHLETIC FIELD

In order to prepare fully for the Physical Education Course, this College has constructed a standard athletic field consisting of a fifth-mile running track and jumping pits, the space between the track being levelled and grassed and used for field hockey, mass games and plays and other outdoor athletic activities. This field also serves, in harmony with the plan of the State Department of Public Instruction, as one of the athletic centers for the finals in high school meets for the high schools of some twelve or fifteen counties convenient to this center.

OPEN AIR THEATRE

This College has an open air theatre in its beautiful grove to seat 800 persons. The material used is reinforced concrete. The theatre is used for plays and concerts, May Day and Commencement Exercises, and various types of student activities both during the Summer Quarter and in the Fall and Spring Quarters. Certain Summer School classes may be scheduled at the open air theatre.

TEA ROOM—"THE LITTLE RED LANE"

The Tea Room, named by the students "The Little Red Lane," is open to the students and on occasions to the public. This is a beautifully appointed room and is a very popular resort for both students and faculty. It is operated for the benefit of the proposed Student-Alumnae Building, under the direction of the Home Economics Department. It is located in the rear basement of Willard Hall. This room will be operated during the Summer Quarter.

DEVOTIONAL EXERCISES

A certain period is devoted to chapel exercises in the auditorium. All students and members of the faculty are expected to attend these exercises.

In the city of Fredericksburg regular services are held in the Baptist, Episcopal, Presbyterian, Methodist, Christian and Catholic Churches. The students of the Summer School are earnestly invited to attend these services. They will also receive a most cordial welcome to the Sunday Schools of the various churches.

THE FACULTY

The members of the faculty are all experienced teachers and are in touch with the educational work and needs in the State.

The faculty is composed of heads of departments in the Winter School and other professors in its faculty, supplemented by specialists from other Colleges who have had wide and successful experience in the State and elsewhere in teaching the special subjects assigned to them.

RECREATIONAL AND SOCIAL FEATURES

A varied program of recreational and social features is provided for the students of the Summer School which add greatly to their contentment and happiness. Among them are the following:

1. Moving Pictures.

The school owns its own moving picture machine, and a number of pictures, both recreational and educational, will be exhibited for the benefit of the students.

2. Sight-Seeing Trips.

The school owns a modern Reo Speedwagon, seating eighteen persons. A number of sight-seeing trips to the nearby battlefields and through the historic city of Fredericksburg will be scheduled, at nominal cost, for the students.

3. Special Addresses.

In addition to the scheduled work, special lecturers will appear on our Summer School program from time to time, discussing various educational and sociological problems in which the live teacher ought to be interested.

4. Glee Club.

The Music Director will organize a Glee Club, with voluntary attendance, thus providing a splendid opportunity for practice in group singing, and giving training in the organization and conduct of mass singing in the schools. Sings will also be conducted several times during the session.

5. Story-Telling Hour.

A story-telling hour will be provided, conducted about twilight on the lawn. This feature should prove both interesting and helpful to prospective teachers.

6. Outdoor Games.

The physical education director will give opportunity for mass outdoor games and plays in the late afternoons. The new athletic field will be used for this purpose.

7. Reception by Faculty.

During the first week of school the President and Faculty will tender to the whole student body an informal reception, giving all an opportunity to become acquainted and promoting the social spirit.

8. Special Music and Plays.

The Clifford Devereux players give two performances June 29 in the Open Air Theatre.

SCHOOL CALENDAR

First term begins Monday, June 14th.
First term closes Friday, July 23rd.
Second term begins Saturday, July 24th.
Second term closes Friday, August 27th.
Registration days, Monday, June 14th, and Saturday, July 24th.
Class work begins promptly the second day of the first term, and the first day of the second term (Saturday, July 24th).

Examinations for first grade certificate are the last two days of each term.

Examinations in professional courses are at end of each term, or as units of work are completed.

SCHEDULE OF CLASSES

A printed schedule of all classes will be printed and distributed to the students at the opening of the summer quarter.

EXPENSES

	First Term	*Second Term*
*Tuition for Virginia teachers	Free	Free
Registration fee	$ 1.50	$ 1.50
Maintenance fee	2.50	2.50
Medical fee	1.00	1.00
Campus fee	1.00	1.00
Board and laundry	34.00	29.00
Total	$40.00	$35.00

*Students who are non-residents of the State, and resident students who do not promise in writing to teach for two years in Virginia are charged a tuition fee of $10.00 for each term.

Board includes table board, furnished room in the Dormitory, bed linen, laundry, electric lights, use of bath room, with hot and cold water. Teachers will be expected to keep their own rooms in order. Board begins with dinner Monday, June 14th.

The expenses are as low as it is possible to make them. No reduction will be allowed for absence of less than a week, except on account of illness. This rule will apply to those entering late as well as to those leaving during the session. Students entertaining visitors for meals will be expected to purchase meal tickets. These tickets will cost 25 cents apiece. The laundry will be in operation the second, third, fourth and fifth weeks of the first term, and the second, third and fourth weeks of the second term, and students will be allowed a reasonable number of pieces. Board must be paid upon entrance. Students will furnish their own napkins, towels and soap. Each student should have a laundry bag.

CHARGE FOR DUPLICATE RECORDS

Quarterly reports are made on the work of students, and credits are issued to anyone withdrawing from the College or completing requirements for graduation in any course. Due to the labor involved in issuing these credits a second or third time, a charge of $1.00 will be made from now on *for duplicate credits* for each time of issuing.

DORMITORY REGULATIONS

All students rooming in the dormitories are expected to be in their rooms when the lights are put out, and to respect the privileges of one another to the extent of keeping the dormitories quiet. They are also expected to conform to all other regulations made in the interest of the students and the College. These regulations will be announced at the opening of the session and and at intervals during the session when necessary. After assignment to rooms students will not change their rooms without permission of the Dean of Women.

Students are expected to use the furniture and equipment without abuse and pay for any unnecessary damage.

GYMNASIUM SUITS

All students in the professional courses who take Physical Education must have a gymnasium outfit. If a student does not already have such an outfit, it may be purchased at the College on arrival at practical cost as follows: Black Poplin bloomers, full plaited, $2.00; white regulation Lonsdale jean middy, $1.25; tennis shoes or gymnasium shoes may be purchased at Brown & Crismond's in the city at about $1.50 per pair.

PRACTICE TEACHING IN SUMMER QUARTER

The practice school is conducted at the College in both primary and grammar grade work and accommodates those second year students whose situation is such that they must have practice teaching during the Summer Quarter. The practice school is under the direction and supervision of the Education Department.

ARRIVE ON TIME

NOTE—Students are urged to arrive in full time to register on the 14th and begin class work on the 15th. *On arriving take a taxi to the school, deliver your trunk check to the Dean of Women and report to her for room assignment. Do this even if you have been previously notified of room number.*

IMPORTANT NOTES

We hope to be able to accommodate in the dormitories all students, whether taking professional courses or the State review course for first grade certificate. Those wishing to live in the dormitories are advised to make application for a room as soon as possible. Under no circumstances will rooms be reserved later than 10:00 P. M., Monday, June 14th, except by special arrangement.

Students who have been exposed to typhoid fever, measles, or other contagious diseases are asked not to attend the school until all danger of contracting the disease has passed.

Students who are exhausted physically or nervously are advised not to attend this or any other summer school, but to spend the summer resting.

If you have any doubt as to the course you desire or are entitled to take, you should at once correspond with the Dean of the Summer School, Mr. B. Y. Tyner, submitting your credits or giving requested information as to your preparation, who, in turn, will take pleasure in giving you accurate information and sound advice.

BRING H. S. CREDITS

Students should bring with them their H. S. credits, certified by their H. S. Principal or Division Superintendent, and turn them over to the Academic Dean of the Summer Quarter as the basis for educational guidance and classification. This is highly important, and will avoid error and delay.

QUALITATIVE STANDARDS

1. *Scholarship*

   a. First year students who fail on fifty per cent or more of their work for the first quarter are placed on probation for the second quarter and must make at least fifty per cent of their work for the first year in order to be permitted to re-enter the college for the second year. Students doing hopelessly poor work at the end of the second quarter may, in the discretion of the Faculty, be asked to withdraw from the college at that time.

   b. Students in Second, Third, or Fourth years who do not make at least seventy-five per cent of their work for two successive quarters may be asked to withdraw from the college.

2. *Pre-requisites for Practice Teaching*

   a. Students in Courses I and II must make a grade of C or above on at least fifty per cent of their work in order to be permitted to do practice teaching in the training schools.

   b. Students in Course III must make an average grade of C or above in each of the courses constituting their majors and minors.

c. No student who has a condition or failure on more than four quarter hours of work may be permitted to enter the training school for practice teaching. Conditions may be removed while doing practice teaching only upon the advice of the training school supervisors with the approval of the Dean.

d. Students who do not meet the above requirements can bring their work up to the standard by repeating courses on which their grade is D or below.

3. *Grading System*

a. The grading system is as follows:

A, Excellent	95–100
B, Good	88– 94
C, Medium	82– 87
D, Passing	75– 81
E, Condition	68– 74
F, Failure	Below 67

b. Reports are sent to the parents at the end of each quarter.

Certificates

The State Board of Education grants the following certificates:

1. First Grade.
2. Elementary.
3. Normal Professional.
4. Special.
5. Collegiate.
6. Collegiate Professional.

The work at this college leads to any one of these certificates, and may be taken in summer or winter quarters or in a combination of the two.

FIRST GRADE CERTIFICATE

This certificate may be secured

(a) By completing during the summer quarter of 1926 all the subjects in groups I, II, and III in the State Review Course, as follows:

Group I		*Group II*		*Group III*	
Applicant's Form	10	Grammar	10	Algebra	5
Arithmetic	10	Virginia History	5	Classics	5
U. S. History	5	Civics	5	Eng. History	5
Geography	5	Theory	5	Agriculture	5
Hygiene	5	Drawing	5	Phy. Geog	5
Reading	5	Spelling	5	or	
				Gen. Science	5
	40		35		25

or

(b) Completing the first and second quarters of the first year professional course given at the college in both summer and winter sessions.

NOTE: Students who have completed part of courses under (a), based on attendance at a summer school, will be given credit for those completed, whether completed by groups as outlined above or not, and may complete all the courses for full first grade this summer. Since no part of these courses will be offered after the summer of 1926, all students who contemplate securing a first grade certificate through these courses should come the first term and remain through both terms if necessary. Only those students who have a minimum of eight high school credits are eligible for these courses. No provisional first grade certificate will be issued on completing a part of these courses. All subjects must be completed during the two terms of the 1926 summer quarter. The two terms may, as formerly, be combined. The Review Course in Hygiene will be especially adapted to meet the requirements of the West Law for those holding first grade certificate. No additional course will be required. On completing the first quarter of the fisrt year professional course as stated in (b) above a provisional first grade certificate is issued, the complete first grade being issued when the second quarter's work has been completed.

ELEMENTARY CERTIFICATE

The Elementary Certificate is issued on completing fifteen college session hours, or three quarters of professional study, distributed as follows:

I. Academic subjects, 3-4 session hours.
   1. English.
   2. History and social science.
   3. Science.

II. Educational subjects:
   1. General education, 2-3 session hours.
      a. Principles of teaching.
      b. Educational psychology.
      c. Educational sociology.
      *d. School management.
      e. Rural school problems.
   2. Health and physical education:
      a. School hygiene and physical inspection of school children, 1 session hour.
      b. Physical education, 1 session hour.
   3. Elementary education, including special methods of teaching the various school subjects, 3-5 session hours.

III. Applied arts, 2–3 session hours.
   Music.
   Drawing.
   Manual training or industrial arts.
   Home economics.
   In lieu of the required certificate of proficiency in penmanship, credit for ½ session hour in penmanship may be offered.

Those elegible for the professional course leading to the elementary and higher professional certificates are:

1. Graduates of accredited public high schools.
2. Graduates of accredited private high schools.
3. Holders of first grade certificates.
4. Those who pass the College Entrance Examinations.
5. Mature students over 20 years of old, who under certain conditions may be registered as special students.

The Elementary Certificate is good for seven years and is renewable.

*This or another of the courses in education shall embrace a detailed consideration of pupil accounting including a study of the records Virginia teachers are required to keep during the school session.

NORMAL PROFESSIONAL CERTIFICATE

The Normal Professional Certificate is issued on the basis of completion of a prescribed two-year course of study in a standard normal school or teachers college which requires for admission graduation from a standard public or private high school, or successfully passing standard college entrance examinations. The program of studies must cover a minimum of 30 college session hours including the following subjects:

Practice teaching	2 to 3	session	hours
Physical education	1½	"	"
Teaching of physical education	½	"	"
School hygiene including physical inspection of school children	1	"	"
Penmanship	½	"	"

or certificate of proficiency in penmanship.

Three quarters, or the entire second year work, leading to this certificate are given here during the Summer Quarter of 1926.

This certificate is good for ten years and is renewable.

SPECIAL CERTIFICATE

This certificate is issued on the completion of thirty college hours, including six hours in each of two related subjects, three hours in Education and one hour in physical education and inspection of school children. The certificate permits the holder to teach in the High Schools of the State the subjects in which she has specialized. It is good for six years and is renewable. Students may specialize here on various groups and combinations of subjects from the following: English, *Latin, *French, Science, Mathematics, History, Music (piano and voice), Fine Arts, Industrial Arts, *Commercial subjects, Physical Education, *Home Economics. Such specialization may cover the two year course leading to the Special Certificate or the four year course leading to the Degree of Bachelor of Science in Education. The subjects starred above are not offered in the summer quarter of 1926, but are offered in the winter session.

COLLEGIATE PROFESSIONAL CERTIFICATE

This is the highest grade of certificate issued by the State Board of Education, and is given to students who complete the four year course for the B. S. degree from a standard teachers college. The emphasis for the four year course leading to the degree and certificate may be either in the elementary or in the secondary field. The teacher may thus be prepared for teaching and supervising the elementary school subjects and program or

the high school subjects and program, or groups of special subjects in either field. Especial attention is called to this, since there is an evident misapprehension on the part of many who contemplate a four year degree course. Correspondence on this point is especially invited. The Collegiate Certificate is granted to those who have taken a degree, but have not included the minimum courses in Education. This college plans its degree courses to meet the requirements for the Collegiate Professional Certificate, which is of higher rank than the Collegiate Certificate.

Professional Courses

Summer 1926

COURSE I—PRIMARY—FIRST YEAR

Required:

First Quarter	Credit	Second Quarter	Credit	Third Quarter	Credit
Arts 101 Fine Arts	2	Arts 102 Fine Arts	2		
Ed. 101 Psychology	3	Ed. 122A Prs. of Tch.	3	Ed. 123A Rd. Lang. Etc.	5
Ed. 121 Com. Stdy.	3	Ed. 122B Hist-Geog.	3	Ed. 123 B Arith	2
				Ed. 123 C Citizenship	3
Eng. 101 Funds	3	Eng. 102 Comp.	3	Eng. 103 Ch. Lit.	3
H. Ed. 101 Hygiene	3				
Music 101 P. S. Music	1	Music 102 P. S. Music	1		
		Sc. 102 Nature Study	2	Sc. 103 Nature Study	2
P. Ed. 101 Gym	1	P. Ed. 102 Gym	1	P. Ed. 103 Gym	1
	16		15		16
				Elective:	
				*H. Ed. 103 Hygiene	3

*Students who have not had Hygiene may substitute it for either Sc. 103 or Sc. 113.

NOTE: Ed. 121; 122A, B; and Ed. 123A, B, C constitute a unit course in Primary Education.

COURSE II—GRAMMAR GRADE—FIRST YEAR

Required:

First Quarter	Credit	Second Quarter	Credit	Third Quarter	Credit
Ed. 101 Psychology	3	*Arts 112 Fine Arts	2	†Arts 113 Fine Arts	2
Ed. 131A Arith	3	Ed. 132A Prs. of Tchg.	3		
Ed. 131B Hist-Geog	3	Ed. 132B Lang. Sp. etc.	3	Ed. 133 Citizenship	3
		Ed. 132C Hist-Geog.	3		
Eng. 101 Funds	3	Eng. 102 Comp.	3	Eng. 103 Ch. Lit.	3
Music 101 P. S. Music	1	Music 102 P. S. Music	1	Music 103 P. S. Music	1
				H. Ed. 103 Hygiene	3
Sc. 101 Nature Study	2			Sc. 103 Nature Study	2
P. Ed. 101 Gym	1	P. Ed. 102 Gym	1	P. Ed. 103 Gym	1
	16		16		15

*Arts 112 for 1926 same as Arts 113.

†Not offered in this quarter for 1926. Students will take Ed. 132C instead.

NOTE: Ed. 131; Ed. 132A, B, C; and Ed. 133 constitute a unit course in Elementary Education.

COURSE III—HIGH SCHOOL—FIRST YEAR

Required:

First Quarter	Credit	Second Quarter	Credit	Third Quarter	Credit
Ed. 101 Psy	3	*H. Ed. 102 Hygiene	3	Ed. 103 Intro. to Ed.	3
Eng. 101 Funds	3	Eng. 112 Comp.	3	Eng. 113 H. S. Lit.	3
P. Ed. 101 Gym	1	P. Ed. 102 Gym	1	P. Ed. 103 Gym	1
	7		7		7

*Ed. 101 will be substituted in the second quarter for H. Ed. 102 Summer 1926.

Electives: Group A—English-History.

	Credit		Credit		Credit
Eng. 131 Eng. Survey	3	Eng. 132 Am. Survey	3	Eng. 133 Cont. Lit.	3
SSc. 121 Bible Hist.	3	SSc. 122 Bible Hist.	3	Eng. 123 Bible Lit.	3
SSc. 111 Eng. Hist.	3	SSc. 112 U. S. History	3	SSc. 113 Citizenship	3

Electives: Group B—Math-Science.

First Quarter	Credit	Second Quarter	Credit	Third Quarter	Credit
Sc. 111 Gen. Science	4	Sc. 112 Gen. Science	4	Sc. 113 Gen. Science	4
Math. 101 Adv. Arith.	4	Math 102 Col. Alg	4	Math 103 Col. Alg	4
	8		8		8

COURSES I AND II—PRIMARY AND GRAMMAR GRADE—SECOND YEAR

Required:

First Quarter	Credit			Second Quarter	Credit			Third Quarter	Credit		
	A	B	C		A	B	C		A	B	C
Arts 201 Art Ap.	T	1	1	Arts 202 Art Ap.	1	T	0				
Ed. 201A Ed. Soc. / Ed. 201B Ru. Soc.	T	5	0	Ed. 202A Ed. Soc. / Ed. 202B Ru. Soc.	0	T	5	Ed. 203 AEd. Soc. / Ed. 203B Ru. Soc.	5	0	T
Ed. 211 H. of Ed.	T	0	5	Ed. 212 H. of Ed.	5	T	0	Ed. 213 H. of Ed.	0	5	T
Eng. 201 Types	T	3	0	Eng. 202 Types	0	T	3	Eng. 203 Types	3	0	T
Eng. 211 Read	T	0	3	Eng. 212 Read	3	T	0	Eng. 213 Read	0	3	T
				Mus. 252 Mus. Ap.	0	T	1	Mus. 253 Mus. Ap.	1	1	T
P. Ed. 201 Gym.	T	1	1	P. Ed. 202 Gym.	1	T	0				
				P. Ed. 212 Gym.	0	T	1	P. Ed. 213 Gym.	1	1	T
		10	10			10	10			10	10

Electives: Group A—Academic.

Credit A B C	*Credit* A B C	*Credit* A B C
Ed. 231 T & M .T 3 0	Ed. 232 T & M .0 T 3	Ed. 233 T & M.3 0 T
Eng. 221 Cont. L.T 3 3	Eng. 222 Cont. Lit.....3 T 0	
	Eng. 232 Cont. Lit.....0 T 3	Eng. 233 Cont. L.....3 3 T
	SSc. 222 Bib.	Eng. 253 Bib.
SSc. 221 Bib. His.T 3 3	Hist.....3 T 3	Lit..... 3 3 T
SSc. 231 U. S. His.....T 3 3	SSc. 232 U. S. Hist.....3 T 3	

Electives: Group B—Math-Science.

Credit A B C	*Credit* A B C	*Credit* A B C
Math. 101 Ad. Arith.....T 4 4	Ed. 232 T & M..3 T 3	Sc. 103 N. Stdy.2 2 T
Sc. 111 Gen. Sc..T 4 4	Sc. 112 Gen. Sc..4 T 4	Sc. 113 Gen. Sc.4 4 T
Sc. 201 Biology..T 4 4	Sc. 202 Biology .4 T 4	Sc. 203 Biology.4 4 T

Notes: Ed. 231-232-233 is on a Laboratory Basis—5 periods—2 double, 1 single.

Ed. 241-242-243 Practice Teaching and Conference—15 credits.

COURSE III—HIGH SCHOOL—SECOND YEAR

Constants:

First Quarter *Credit*	Second Quarter *Credit*	Third Quarter *Credit*
Ed. 201 Soc. or Ru. Soc..... 5	Ed. 212 Hist. of Ed... 5	Ed. 223 Prs. Sec. Ed.. 3
Mus. 251 Appr..... 1	Arts 202 Fine Arts Ap. 1	Eng. 263 Eng. Surv.. 3
P. Ed. 201 Gym..... 1	*P. Ed. 202 Gym..... 1	P. Ed. 213 Gym..... 1
7	7	7

Electives: Group A—English-History.

Ed. 231 Tests & M.... 3	†Ed. 232 Tests & M.. 3	†Ed. 233 Tests & M.. 3
Eng. 241 Cont. Lit.... 3	Eng. 242 Shakespeare. 3	Eng. 243 Shakespeare. 3
SSc. 201 Anc. Hist.... 3	SSc. 202 Med. Hist... 3	SSc. 203 Mod. Hist... 3
9	9	9

Electives: Group B—Math-Science.

Ed. 231 Tests & M ... 3	†Ed. 232 Tests & M.. 3	†Ed. 233 Tests & M.. 3
Math 201 S. Geom.... 3	Math 202 Trig..... 3	Math 203 Hist. of M . 3
Sc. 201 Biology..... 4	Sc. 202 Biology..... 4	Sc. 203 Biology..... 4
10	10	10

*Repetition of P. Ed. 201.

†Same as Ed. 231.

RENEWAL AND THIRD AND FOURTH YEAR COURSES

Courses Offered on a Six-Weeks Basis for the First and Second Terms of the Summer Quarter, 1926

First Term	*Per.*	*Credit*	*Second Term*	*Per.*	*Credit*
Ed. 141 Elem. Ed.....	5	3	*Ed. 142 Elem. Ed.....	5	3
Ed. 241 Tests & Meas...	7	3	*Ed. 242 Tests & Meas ..	7	3
Ed. 303 Phil. of Ed.....	5	3	Ed. 411 Adv. Soc.....	5	3
Eng. 261 Shakespeare ...	5	3	Eng. 262 Shakespeare...	5	3
Eng. 311 Poetry.....	5	3	Eng. 312 Novel.....	5	3
H. Ed. 111 Hygiene.....	5	3	*H. Ed. 112 Hygiene.....	5	3
Math 101 Adv. Arith....	5	3	Math 201 Solid Geom...	5	3
Math 102 College Alg...	5	3	Math 202 Trig.....	5	3
Sc. 121 Gen. Science.....	7	3	Sc. 122 Gen. Science....	7	3
Sc. 201 Biology.....	7	3	Sc. 202 Biology.....	7	3
SSc. 131 Eng. History...	5	3	SSc. 132 U. S. History ..	5	3
SSc. 313 Mod. Europe...	5	3	SSc. 401 Economics.....	5	3

*Repeat of First Term.

Note: The above courses may be taken for renewal of certificates, special certificates, and for college credit. Courses marked 200, 300, and 400 may be taken for advanced college credit leading to the B. S. Degree in Education.

Departments of Instruction

PROFESSIONAL COURSES

EDUCATION

The purpose of the courses in this department is to prepare young women for the work of organizing, governing, and teaching in the schools of Virginia. In addition to broad and accurate scholarship, a teacher should be trained in the underlying principles of individual and social life and development, and should comprehend the meaning and aim of education. She should, furthermore, be acquainted with the best practices of the teaching profession and the theories upon which such practices are founded. A knowledge of child nature, growth and development is absolutely essential for best results.

Not only are broad and accurate knowledge of principles and an acquaintance with the most approved methods in education necessary for the best equipment of the teacher, but also the ability of practical application in teaching. An opportunity for obtaining this last requirement is found in actual teaching under direction in the Rural and City Training Schools.

FIRST YEAR

EDUCATION 101: PSYCHOLOGY.—In this course a study of the child is made from the standpoint of his original tendencies and characteristics, and the processes of his growth, development and education. Several phases of emphasis may be noted. First, a study of the nervous system as the basis of mental activity; second, the elementary mental processes, such as sensation, perception, memory, imagination, etc.; third, the learning process, with emphasis of instincts, capacities, habit formation, reasoning, etc.; fourth, characteristics of children at various stages of growth and development; fifth, individual differences—the normal, sub-normal and abnormal children and their treatment in the schools. Various tests and measurements are given in connection with the course.

Text: Gates, Educational Psychology, or Woodworth, Psychology.
Three periods per week for the first quarter.

EDUCATION 103: INTRODUCTION TO EDUCATION. This course aims to introduce the student to the study of education and to orient her in the various influences and factors that are present in the great field of education. The course deals with the educability of the child; educational aims and values in a democratic society; the curriculum; the necessity of good methods; and public school organization. The place of different types and levels of education in the social order and the desirability of a scientific attitude receives consideration. The social possibilities and opportunities for service offered in the teaching profession is stressed. This course aims to prepare the student for the specialized study to come later.

Three periods per week for the third quarter.

Education 131-A. Grammar Grade Arithmetic. This course is a thorough treatment of the subject-matter of the grades from the teacher's standpoint. Usable knowledge of the underlying principles and their ready control is emphasized. Classroom methods are suggested and special emphasis is placed upon the selection and use of the material and devices. Discussions will be based on observation and work in the training school. Practical applications of the use of standard tests are employed.

Texts: Smith, Modern Advanced Arithmetic; Stone, The Teaching of Arithmetic.

Three periods per week for the first quarter.

Education 121: Community Study. The emphasis in this quarter of the unit course is on Nature Study and helps to give the student the subject-matter background necessary to teach Community Study in the primary grades. The study in this part of the course is primarily on problems relating to the plants and animals of the home and community of the child and the state in which he lives. The emphasis in the second quarter—Ed. 122B—is on Geography, and in the third quarter—Ed. 123C—on Citizenship. The State Elementary Course of Study is used as a guide in the course.

One double and two single periods per week for the first quarter.

Laboratory Fee 75c.

Ed. 122: Elementary Education and Observation. Primary Grades. This course presents and discusses the aims and objectives of primary education; the educative values as related to the subject matter of the primary curriculum, and the most effective methods of presenting such subject matter. The course of study of the Virginia Elementary Schools is used as a guide. The major emphasis is on Reading, however, as this is the big problem of the beginner.

Ed. 122-A: Primary Grades. Principles of Teaching. Presentation and discussion of the aims, values, subject matter and method as definitely related to Primary Education.

Ed. 122B: Primary Grades. History-Geography. The subject matter of this course includes community geography and history, the regional geography and the history of Virginia, and the regional geography of Eastern U. S. The State Elementary Course of Study is used as a guide in the selection and organization of material. The principles and methods of teaching the primary grades receive specific application to this group of subject matter. Especial attention is given to motivation and correlation as well as activities of the grades. Various types of lessons as well as methods of collecting materials for effective teaching are developed. Lesson plans are given, tried, discussed, and criticized in the light of recent developments in the teaching of History-Geography. Observation and demonstration lessons in the Training School.

Three periods per week for the second quarter plus one period of observation in the Training School.

Ed. 123A: Primary Grades. English: Reading, Composition, Spelling and Penmanship. The purpose of this part of the unit course is (1) to lead the students to see and to discuss the problems that arise in the teachng of English, and to devise adequate solutions; (2) to familiarize the students with the many types of primary texts and to enable them to select and use the best effectively; (3) to observe, discuss and work out with students the various types of lessons used in the primary grades and to illustrate these types and the use of correlated materials in the organizing of lessons and lesson plans; (4) to show the application of the principles of education in the teaching of primary English.

While oral composition, spelling and penmanship in relation to simple written composition constitute part of this course, the major emphasis is on the teaching of reading in the primary grades. The Course of Study for Virginia Elementary Schools is studied and interpreted. A definite attempt is made to relate the reading, story work and composition of this course to the other portions of the primary curriculum.

Five periods per week for the third quarter.

Ed. 123B: Primary Grades. Arithmetic. In this division of the unit course the students are given a rapid review of the fundamentals of Arithmetic, with emphasis on the place of number work in the primary grades. Motive for teaching number work, its relation to the other phases of primary education, and ways and means of making it vitally interesting in the lives of small children constitute the chief aim of the course. Technique of procedure is more of an incident here.

The State Elementary Course of Study is used as a basis for the work.

Two periods per week for the third quarter.

Education 123B: Primary Grades. Citizenship. This course is a continuation of Education 122B. The background of History-Geography is here given a more specific application to the problems of community civics, such as arise in the primary grades. The basic experience of the child in the home, the neighborhood, the playground, the school, and the church is enlarged to include all the activities of the community with which the child should be familiar. This includes the simpler processes of government in the county, the city, and the state. Self-government finds expression in civic and self-government clubs of the grades in the schoolroom, and in the activities in the school building and on the school grounds.

Three periods per week for the third quarter.

Education 131B: Grammar Grades. History-Geography. This course builds a geographic foundation for understanding the regional and climatic conditions of human relationships in the different zones. The geographic conditions studied during the first four or five weeks are applied in the study of human geography of the U. S., and the geographic background of American history. American history is studied through biography and problems centralized around special selected topics. Projects and problems arising from the study of geography to industrial relationships constitute a part of the course. The State Elementary Course of Study is used as a guide in the selection and organization of material. Lesson planning is assinged in relation to various lesson types. Lesson plans are developed, tried, criticized, and discussed in the light of recent developments in the teaching of History-Geography. Sources of material for instruction receive attention.

Three periods per week for the first quarter.

Ed. 132A: Elementary Education. Grammar Grades. This course is a continuation of the principles developed in Educational Psychology, and is a related part of a "unit course" in elementary education in which laws of learning, principles of teaching, and management factors are studied in relation to the curriculum of the grammar grades. Observation in the training schools constitutes a definite part of this and the other phases of this course. So far as practicable, students are given apprenticeship experience in the training schools before they begin their actual teaching experience. The other portions of this unit course are listed under Ed. 131A and B; 132B and C; 133.

This course, or the corresponding primary grades course, is required of all students for the Elementary and Normal Professional Certificates.

Three periods per week for the second quarter.

Ed. 132B: Grammar Grades. English. The purpose in this part of the unit course is to develop with the students the underlying principles in the teaching of reading, oral and written composition, literature, spelling and penmanship in the grammar grades. The work of the quarter is devoted to a study of the Course of Study used in Virginia Elementary Schools for these subjects, and the methods of presenting this subject-matter. Free classroom discussion is conducted and each student should get a working knowledge of the standards for judging relative values, and good teaching. Special emphasis is placed on the selection of material, questioning, lesson plans, means for motivation of the work in these subjects and the correlation of these one with another, and with the other subjects in the grades. Observation in the Training Schools constitutes a definite part of the course. Students see classes taught in the subjects of the intermediate and grammar grades, and discuss the work observed from the standpoint of educational principles. This work is done jointly between the education department and the other departments concerned, thus making a most valuable course from the standpoint of both subject-matter and educational practice.

Three periods per week for the second quarter.

Education 132C: Grammar Grades. History-Geography *continued*. The regional and climatic geography of the first quarter is here applied to a study of each of the continents. First, regional and climatic geography are studied in relation to the human geography (peoples—their customs, habits, occupations, industry, and commerce), and the history of North and South America. Starting from their commercial relations with the U. S., the continents of the Old World (Asia, Europe, and Africa), are studied in relation to human geography. The use of the State Elementary Course of Study and the methods of Education 131A are continued. Observation and demonstration lessons in the Training School.

Three periods per week for the second quarter plus one period of observation.

Education 133: Grammar Grades. Citizenship. The background of Education 131A-132C is here applied to the ordinary problems of community civics. Specific problems of citizenship are worked out in their historical settings by various groups of students, and reported for class discussion. For example: functions of local government; local rural and city social and economic problems; functions of Virginia state government; Virginia school system; social and economic problems of Virginia; functions of the national government; the U. S. constitution; the family; industrial problems; agriculture; etc. The State Elementary Course of Study is used as a guide in the selection and organization of material. The methods of 132C are continued.

Three periods per week for the third quarter.

Education 141S-142S: Elementary Education. This course is intended primarily for teachers in service wishing special aid in the problems of elementary education. Organization, management factors, school discipline, and methods of teaching the various elementary school subjects are topics treated in the class.

A simple text such as LaRue, The Child's Mind and the Common Branches, is used as a basis for the course.

Five periods per week for the first term. Repeated for the second term.

SECOND YEAR

Ed. 201A; 202A; 203A: Educational Sociology. This is a combination lecture, research, and current events course. The lectures cover in an elementary way the forces which have been and are making for civilization, and those which retard it; also the intimate relationship existing between society and its institutions, especially the schools. Special reports are made by the students bearing upon the real meaning and place of education in a democracy. Current topics on various phases of social work and betterment are reported upon from day to day. The need of a social viewpoint in education, and its relation to the vocations, arts, religion, and right living are emphasized throughout the course.

Five periods per week for the first quarter. Repeated for the second and third quarters.

Ed. 201B: Rural Sociology. This course aims to develop an understanding and appreciation of the social problems of the community having a population of 2,500 or less. The following are some of the topics for consideration: health and sanitation, morality, migration, poverty, lack of co-operation, scientific methods of farming, co-operative marketing, bad roads, leagues and parent-teacher associations, boys' and girls' clubs, the home, the church, and the school. At least one rural community will be the object of a detailed study. Lectures, readings, and special reports.

Five periods per week for the first quarter. Repeated the second and third quarters.

Ed. 211-2-3: History of Education. In this course a brief survey is made of the development of the educational system from primitive times to the present day. A contrast is made between the Chinese, Greek, and Roman conceptions of education. The contributions of the Monasteries and Palace Schools to civilization; the growth of Scholasticism and the Universities; the Renaissance and the Reformation—are topics of interest in the course. Especial attention is given to the evolution of the modern conception of education through the Naturalistic, Psychological, Scientific, and Sociological movements, under such representative leaders as Rousseau, Pestalozzi, Herbart, Froebel, Spencer, Huxley, Bacon, Locke, and others. The growth and changing educational ideals in Virginia are studied with some care during the latter part of the term.

Text: Graves, Students' History of Education.

Five periods per week for the first quarter. Repeated for the second and third quarters.

Ed. 223: Principles of Secondary Education. The purpose of this course is to give students a broader and more comprehensive view of the field of high school education, and to lay the foundations in approved educational principles for the later practical work of the teachers in the high school. Some of the subjects dealt with in this quarter are: Adolescence, and the teacher's problems growing out of it; the organization and aims of the high school; the art of study, reinforced by observation of classes in supervised study; the curriculum from the standpoint of its content and relative value of studies; the real education and disciplinary value of a subject; and the best methods of study and teaching.

Three periods per week for the third quarter.

Ed. 231-232-233: Tests and Measurements. This course deals with the newly developing of Science of classification, grading, progress, and promotions of students as determined by objective standards and measurements. A brief survey of the old methods of dealing with these problems is made, after which an examination of results obtained with the use of "Standardized Tests" and "Measurements" is taken up along with the actual use of many of the best available tests. Students are also given practice in scoring tests, finding the median, upper and lower quartiles, the middle fifty per cent, the norm, and etc. This course should be of inestimable value to the class room teacher, as well as to the supervisor and administrative official.

Five periods per week for the first quarter. Repeated for second and third quarters.

Ed. 241-242: Tests and Measurements. Same as Ed. 231.

Seven periods per week for the first six weeks. Repeated for the second six weeks.

THIRD YEAR

Ed. 302-303: Philosophy of Education. This course treats of the factors making for civilization—the home, the school, the vocation, the state, the church, etc. The subject of education is approached from each of the following scientific viewpoints: the Biological, Physiological, and Psychological, the Sociological, and the Philosophical. The course aims to determine the real place of education

in society, the content of the curriculum, the best methods of procedure and to give a broader conception of the field of education—to apply more of the scientific and less of mere opinion to our educational process.

Text: Dewey, Democracy and Education, and other texts on each of these phases of education studied.

Five periods per week for the first six weeks. Repeated for the second six weeks.

Ed. 411: Advanced Sociology. The organization of group life is studied in relation to the primary, intermediate, and secondary groups. Specific institutions, representing each type, are given intensive study.

Five periods per week for the second six weeks.

ENGLISH

Every department of instruction in the College is urged to co-operate in the general policy of holding all students to a reasonable degree of correctness in the fundamental essentials of acceptable usage in spoken and written English.

There is no subject in the whole course which is more fundamental, since every department is affected by it and finds its work stronger or weaker as the work in English is strong or weak. One of the matters in which this appears prominently is that of the vocabulary. The student whose vocabulary is limited necessarily gains much less from the text-book, and never obtains the same ideas as the one who has a wide range. This is parcitularly true of those who are taking strictly professional work. It is almost safe to say that the one who brings an adequate preparation in English to the difficulties of this work derives twice as much from it. Applicants should take pains to observe all the requirements, as there is no other subject in which it is so necessary to be well prepared.

FIRST YEAR

Eng. 101: English Fundamentals. This course is, first of all, an intensive study of the fundamentals of English in an attempt to discover and correct the weaknesses in the student's speech, grammar and composition work. The course includes technical work in language and such facts and principles in grammar as contribute to the work in composition and literature. Definite objectives are set up for better speech and for effective work in oral and written composition.

While the major emphasis is placed on English fundamentals during the first quarter, these principles carry over and are followed up in the work in composition and literature in the second and third quarters, in all courses in English in the Junior year. Required of all Juniors.

Three periods per week for the first quarter.

Eng. 102: Composition in the Primary and Grammar Grades. This course aims to apply the principles learned in English 101. There are many short themes emphasizing correct and effective sentence structure and paragraph organization. There is also one long theme calling for the proper use of library facilities and the proper method of making a bibliography and an outline.

Three periods per week for the second quarter.

Eng. 103A: Children's Literature. Primary Grades. Through wide reading of appropriate material, this course aims to give a first-hand knowledge and appreciation of the different types of literature suitable for children in the primary grades, and an understanding of the principles and methods of using it. Some time is given to the reading and teaching of poetry, to story-telling and to dramatization.

Three periods per week for the third quarter.

Eng. 103B: Children's Literature. Grammar Grades. Through wide reading of appropriate material, this course aims to give a first-hand knowledge and appreciation of the different types of literature suitable for children in the grammar grades, and an understanding of the principles and methods of using it. Some time is given to the reading and teaching of poetry, to story-telling and to dramatization.

Three periods per week for the third quarter.

Eng. 112: Composition. The content of this course is practically the same as Eng. 102.

Three periods per week for the second quarter.

Eng. 113: High School Literature. This course provides for an extensive study of subject-matter, and problems of teaching literature in the high school. Discussions, reference reading, reports and re-reading of literature taught in high school form an important part of the work.

Three periods per week for third quarter.

Eng. 131: A Survey of English Literature. This course provides for a brief survey of English literature. Historical, social, and religious tendencies of the various periods of national life are observed through a study of masterpieces from significant authors representative of the various periods, rather than through a study of the History of Literature as such.

Three periods per week for the first quarter.

Eng. 132: A Survey of American Literature. This course provides for a brief survey of American literature. Historical, social, and religious tendencies of the various periods of national life are observed through a study of masterpieces from significant authors representative of the various periods, rather than through a study of the History of Literature as such.

Three periods per week for the second quarter.

Eng. 133: Contemporary Literature. This course aims to give a knowledge and an appreciation of the best literature of today in America, England, and to a limited extent, in Europe. This quarter's work will give a survey of poetry and the drama.

Three periods per week for the third quarter.

Eng. 123: Biblical Literature. In this course the Bible is regarded as a masterpiece of literature, affording studies in short stories and poetry, essays and oratory, drama and lyric. In turn, the contributions to literature by many acknowledged authors—who have drawn on Biblical data for both inspiration and for material—are studied by way of comparison or contrast.

Three periods per week for the third quarter.

SECOND YEAR

ENG. 201-2-3: TYPES OF GREAT LITERATURE. In this course an effort is made to familiarize the student with distinctive types of literature, both poetry and prose, as seen in the lyric, the epic, the drama, the novel, the short story, and the essay, and to give a knowledge and appreciation of the value of literature in individual and social life.

At least one classic under each of these types, with emphasis on appreciation, is included in this course.

Three periods per week for the first quarter. Repeated for the second and third quarters.

ENG. 211-2-3: ORAL READING. This course is designed to train the student in accurate and appreciative reading, both oral and silent, and through a study of the science of speech to free the voice from any restriction and to remedy any speech defect.

Three periods per week for the first quarter. Repeated for the second and third quarters.

ENG. 221-222: CONTEMPORARY LITERATURE. Same as Eng. 133.

Three periods per week for the first quarter. Repeated for the second quarter.

ENG. 232-233: CONTEMPORARY LITERATURE. This course aims to give a knowledge and an appreciation of the best literature of today in America, England, and, to a limited extent, in Europe. This quarter's work will give a survey of the short story, the literary essay, and the novel.

Three periods per week for the second quarter. Repeated for the third quarter.

ENG. 241: CONTEMPORARY LITERATURE. Same as Eng. 232.

Three periods per week for the first quarter.

ENG. 242-243: SHAKESPEARE. Selected plays from Shakespeare are studied giving a liberal acquaintance with the poet and amply illustrating the growth of his dramatic art. The study of a number of Shakespeare's comedies and tragedies and the preparation of a paper on a subject drawn from these plays is required in this course.

Three periods per week for the second and third quarters.

ENG. 253: BIBLICAL LITERATURE. Same as Eng. 123.

Three periods per week for the third quarter.

ENG. 261-262: SHAKESPEARE. Selected plays from Shakespeare are studied giving a liberal acquaintance with the poet and amply illustrating the growth of his dramatic art. The study of a number of Shakespeare's comedies and tragedies; and the preparation of a paper on a subject drawn from these plays is required in this course.

Five periods per week for the first and second terms.

ENG. 263: ENGLISH SURVEY. This course provides for a brief survey of English literature. Historical, social and religious tendencies of the various periods of national life are observed through a study of masterpieces from significant authors representative of the various periods, rather than through a study of the History of Literature as such.

Three periods per week for the third quarter.

ENG. 311: POETRY. This course is designed to offer to students a more comprehensive study of the works of outstanding poets of the Nineteenth Century, both English and American. The class work includes discussions and reports on assigned readings.

Five periods per week for the first six weeks.

ENG. 312: THE NOVEL. This course is designed to offer to students a more comprehensive study of the works of outstanding English and American novelists of the Nineteenth Century. The class work includes discussions and reports on assigned readings.

Five periods per week for the second six weeks.

MATHEMATICS

Mathematics rightfully occupies an important place in the school curriculum, and especially should this be true in a Teachers College, for in whatever work the teacher may engage, she will need the knowledge of mathematics and its principles. Besides, the industrial and commercial world furnish motivation for every important mathematical process in every-day life. Mathematics often fails to command the proper respect of patrons and pupils because of the teacher's failure to emphasize its practical applications and to properly present business methods and customs. For this reason, the department especially emphasizes business methods and the applications of mathematics to practical life. The emphasis throughout the course is on number, the tool for solving problems of daily importance. Since good results in mathematics must be based upon a thorough working knowledge of this subject, the courses aim to give this knowledge and to strengthen the weak points in the student's mathematical training; to develop logical systematic thought; to train to clear, concise, and accurate expression; to develop and strengthen the reasoning powers of the pupil; to develop the spirit of original and independent work.

MATH. 101: ADVANCED ARITHMETIC. This course is not a review of grade arithmetic, but is an advanced course based upon business problems and acquaints the student with laws, customs, and forms of business.

Text: Miner-Elwell-Touton, Business Arithmetic.
Four periods per week for the first quarter.

MATH. 102: COLLEGE ALGEBRA. This course is both a brief review of High School Algebra from the teacher's standpoint and work in advance of that usually given in a High School course. Approved method of presentation accompany the work.

Text: Sicplaff, College Algebra.
Four periods per week for the second quarter.

MATH. 103: COLLEGE ALGEBRA. This is a continuation of Math. 102.

Text: Sicploff, College Algebra.
Four periods per week for the third quarter.

MATH. 201. SOLID GEOMETRY. This course is accompanied by a parallel review of Plane Geometry.

Text: Wells and Hart, Solid Geometry.
Three periods per week for the first quarter.

MATH. 202: TRIGONOMETRY. This course is accompanied by practical application to field work.

Text: Robbins, Plane Trigonometry.
Three periods per week for the second quarter.

MATH. 203: HISTORY OF MATHEMATICS.

Text: Histories of Mathematics and Library References.
Three periods per week for the third quarter.

MATH. 101: ADVANCED ARITHMETIC. This course is not a review of grade arithmetic, but is an advanced course based upon business problems and acquaints the student with laws, customs, and forms of business.

Text: Miner-Elwell-Touton, Business Arithmetic.
Five periods per week for the first six weeks.

MATH. 102: COLLEGE ALGEBRA. This course is both a brief review of High School Algebra from the teacher's standpoint and work in advance of that usually given in a High School course. Approved method pf presentation accompanies the work.

Text: Sicploff, College Algebra.
Five periods per week for the first six weeks.

MATH. 201: GEOMETRY. This course is Solid Geometry accompanied by a parallel review of Plane Geometry.

Text: Wells and Hart, Solid Geometry.
Five periods per week for the second six weeks.

MATH. 202: PLANE GEOMETRY. This course is accompanied by practical application to field work.

Text: Robbins, Plane Trigonometry.
Five periods per week for the second six weeks.

SCIENCE

This department offers courses in Nature Study, General Science, Biology, Chemistry, and Physics.

These subjects dealing with natural phenomena, with nature and nature's laws, and man's relation to life, if approached in a way to realize their possibilities, furnish a field for observation along special lines; exercise in knowledge—acquisition through the study of concrete objects and experimentation; train the judgment and yield information of especial value.

SC. 101: NATURE STUDY. First Quarter. This course includes a study of plants and animals including wild flowers, trees, shrubs, insects, and birds. Emphasis is placed upon identification, adaptation to environment and relationship to man.

Laboratory fee, 75 cents.
One single and one double period per week for the first quarter.

Sc. 102: Nature Study. Second Quarter. This course deals with methods of teaching Nature Study in the primary and grammar grades. Using the Course of Study for the Virginia Elementary Schools as a basis, projects are worked out dealing with the psychological selection and presentation of material and correlation of Nature Study with the other subjects of the grades.

Three periods per week for the second quarter.

Sc. 103: Nature Study. Third Quarter. This quarter offers an intimate study of birds, spring flowers, trees, and insects. School gardening is an important phase of the work.

Laboratory fee, 25 cents.

One single and one double period per week for the third quarter.

Sc. 111-112-113: General Science. This course is intended for those preparing to teach General Science in high schools. In addition to the study of standard texts, the work embraces projects, excursions, reports, lecture demonstrations, laboratory work, and practical experience in conducting, designing and equipping a school laboratory.

Text: To be selected.

Two single and two double periods per week for the session.

Laboratory fee: $1.50 per quarter.

Sc. 201: General Botany. First Quarter. The aim of this course is to acquaint the student with the structure and functions of the plant and the relationship of both structure and function to the environment. Methods are developed with the subject matter through study, reports, discussions and laboratory work.

Laboratory fee, $1.50.

Two single and two double periods per week.

Sc. 202: General Zoology. Second Quarter. This course deals with the structure of type animals of both the invertebrate and vertebrate groups. Special consideration is given to the interdependence of lower animals and man.

Laboratory fee, $2.00.

Two single and two double periods per week.

Sc. 203: Plant Physiology. Third Quarter. This course deals with the physics and ehcmistry of the living plant. Applications are made to agricultural practice. The aim is to give the student a knowledge of the fundamental principles of life and at the same time, through the applications, to make it practical.

Laboratory fee, $2.00.

Two single and two double periods per week.

Sc. 121-122: General Science. This course is intended for those preparing to teach General Science in high schools. In addition to the study of standard texts, the work embraces projects, excursions, reports, lecture demonstrations, laboratory work, and practical experience in conducting, designing and equipping a school laboratory.

Text: To be selected.

Three single and two double periods per week for the first and second six weeks.

Laboratory fee, $1.50 per quarter.

Sc. 201: General Botany. The aim of this course is to acquaint the student with the structure and functions of the plant and the relationship of both structure and function to the environment. Methods are developed with the subject-matter through lecture, recitation, and the laboratory.

Laboratory fee, $1.50.

Three single and two double periods per week for the first six weeks.

Sc. 202: General Zoology. This course deals with the sturcture of type animals of both the invertebrate and vertebrate groups. Special consideration is given to the interdependence of animals and man.

Laboratory fee, $2.00.

Three single and two double periods per week for the second six weeks.

SOCIAL SCIENCES

S. Sc. 111-112-113: History and Citizenship. The intention of this course is to acquaint the student with the evolution of British and American institutions, which characterize the political, social and economic systems of our national life. On this basis, the pregnant problems with which every good citizen ought to be conversant, receive discussion in the last quarter.

S. Sc. 111: English History is rapidly reviewed, using the topical method, to provide an ample background for the history of the United States.

Three periods per week for the first quarter.

S. Sc. 112: Epochs of American History. While attention is given to chronological history, problems of American democracy and the evolution of American institutions and political doctrines are given chief attention. The work is a systematic college course to provide a background for teaching in elementary and high schools.

Three periods per week for the second quarter.

S. Sc. 113: Citizenship. The ordinary problems of government developed in course 112 here receive a wider treatment in the forms and powers of government. The United States constitution receives attention. Current political, social and economic problems are intensively studied by debates, problems, reports and discussions from periodicals. The development of good citizenship is stressed. Students subscribe for one periodical for the duration of the course.

Library reference work.

Three periods per week for the third quarter.

S. Sc. 121-122-123: Biblical History. This course is, necessarily, a rapid historical study of the Old Testament. The student begins the work by making an individual map of the Holy Land thereby becoming conversant with its Geography, its Topography, and the outstanding cities and mountains where things of historical significance have occurred. From this map the student follows the "radiating lines" which lead to the ancient civilization in Egypt, Assyria, and Babylonia. In addition, the great characters of this time are studied that the student may discover for herself the human-ness of their traits and the part they played in the making of History; in a study of the evolution of the governments of Biblical peoples the student also sees them, in many instances, confronted by just such civic issues and governmental problems as characterize the march of events in the history of modern nations.

Three periods per week for the first quarter. Repeated for second and third quarters.

S. Sc. 131: English History is rapidly reviewed, using the topical method, to provide an ample background for the history of the United States.

Five periods per week for the first six weeks.

S. Sc. 132: United States History. Epochs of American History are studied by means of problems and reports. The development of American institutions from the standpoint of political science gives the student the subject-matter of college history. Such a systematic course gives a background for history teaching in the elementary and high school grades.

Text: Board, United States History.

Five periods per week the second six weeks.

S. Sc. 201-202-203: European History. This course covers from the prehistoric period in 1815 A. D. A collegiate course for either major or minor in history.

S. Sc. 201: Early European History—to the "fall" of the Roman Empire.

Three periods per week for the first quarter.

S. Sc. 202: Early European History—from the Germanic invasions to the Reformation (1517).

Three periods per week for the second quarter.

S. Sc. 203: Early Modern European History—from the Reformation to the Congress of Vienna (1815).

Three periods per week for the third quarter.

S. Sc. 221-222: Same as 121-2-3.

Three periods per week for the first quarter. Repeated for the second quarter.

S. Sc. 231-232: American History. For the Elementary Grades. This course in U. S. history specially adapts the subject-matter for those teaching the elementary grades. 232 is a repetition of 231 for teaching seniors.

Three periods per week for the first quarter. Repeated for the second quarter.

S. Sc. 313: Modern Trends. Problems growing out of the World War, 1914, to date. Study of source materials from current books and periodicals.

Five periods per week for the first six weeks.

S. Sc. 401: This course takes up human wants in relation to wealth and exchange. The production of wealth ensues in a study of Capital, Rent and Interest.

Five periods per week for the last six weeks.

HEALTH EDUCATION

H. Ed. 101-102: Health Education—Hygiene and Physical Inspection. The emphasis upon the principles of hygiene and sanitation is of interest to the teacher in the school, the home, and the community. The human body and its functions. The personal life in diet, sleep, exercise, and fatigue; the growing child in the schoolroom; bacteria and disease, and diagnosis of diseases apt to occur in the schoolroom; physical inspection, communicable diseases and their control; preventive medicines and first aid are among the topics treated. The broader aspects of the teacher in the community, and community health and sanitation are also considered. Constant reference is made to texts on various subjects treated in the classroom. Pamphlets from the State Board of Health.

Three periods per week for the first quarter. Repeated for second quarter.

H. Ed. 103: Health Education—Hygiene and Physical Inspection. Same in content and time as Health Education 101.

Three periods per week for the third quarter.

H. Ed. 111-112: Health Education. Same as 101.

Five periods per week for the first six weeks.
Repeated for the second six weeks.

FINE AND INDUSTRIAL ARTS

The field of art is so broad that it cannot be included in the public school curriculum, in its entirety. Certain fundamentals or objectives must be determined upon as a basis for work. The Art School trains the professional artist—the Public School should equip the individual to meet intelligently such problems in art as will confront him regardless of profession or trade. The art courses aim to acquaint the student thoroughly with the principles of art, and at the same time to apply and adapt these principles to public school needs.

We believe that the course of study in art should exist as a "permanent state of mind—a habit or body of habitual practices"—that is, it should be largely an outgrowth of problems that come up and be applied to all things—not so much a set of things to be done, but rather a development of good judgment and cultivated appreciation, so that an ideal is established for doing all things in a fine way.

Fees in this department cover the cost of tools and materials used.

Ample reference material is found in the library.

ARTS 101-102: FINE ARTS—DRAWING, DESIGN AND APPLICATION. This course includes a study and application of the principles of design through line, dark and light, and color to projects arising in the primary grades. Also a brief study and application of principles governing representative drawing.

Two double periods per week for the first and second quarters.

ARTS 112-113: FINE ARTS—DRAWING, DESIGN AND APPLICATION. This course includes a study and application of the principles of design through line, dark and light, and color to projects arising in the grammar grades. Also a brief study and application of the principles governing representative drawing.

Two double periods per week for the second and third quarters.

ARTS 201-202: ART APPRECIATION. A discussion of the opportunities open to every teacher for teaching art appreciation, including a study of pictures, costs, etc., suited to the grades and high school. A brief survey of the field of art in all ages is also given. A note book of the course is required.

Two periods per week for the first quarter. Repeated for the second quarter.

MUSIC

The department offers two courses:

(a) A course meant to provide comprehensive training for teachers who teach public school music in the grades.

(b) A course which treats of the professional, historical, literary and aesthetic side of music, and which is intended for those students who wish to become supervisors of public school music.

Mus. 101-102-103: Teachers' Graded Course. This course is intended for beginners. In order to complete the work the student must be able to sing at sight, individually suitable music for the first five grades.

101: Music. This course comprises the work of the first three years in the grades.

Material: Dann, First Year Music; Third Year Music; Manual of Dictation, Book I; Music Writing Book, Number 1.

Two periods per week for the first quarter.

102: Music. This course is a continuation of Music 101, and covers the work of the fourth and fifth grades.

Material: Dann, Fourth Year Music; Fifth Year Music; Manual of Dictation, Book II; Music Writing Book, Numbers II and III.

Two periods per week for the second quarter.

103: Music. This course is a continuation of Music 102, and covers the work of the sixth grade.

Material: Dann, Sixth Year Music.

Two periods per week for the third quarter.

The method of presenting the various phases of the work in the grades is taken up when the different subjects are introduced.

Mus. 252-253: Musi Appreciation. This course provides a general knowledge of history of Music. The teaching of music appreciation in the grades is studied. A notebook in connection with the course is a requirement.

Two periods per week for the second quarter. Repeated for the third quarter. Fee, 50 cents.

PHYSICAL EDUCATION

The purpose of this course is threefold: (1) To give the student such exercise as will enable her to secure and conserve her own health by intelligent attention to the laws of health and hygiene, and to aid her by habits of exercising thus acquired to keep her body in the best physical condition possible; (2) To correct in so far as possible faults of posture and physical defects; (3) To acquaint the prospective teacher with enough theory of physical education and playground management to enable her to teach the subject.

FIRST YEAR

Ph. Ed. 101: Songs and Games, Stories ahd Rhythmic Plays. In the Junior year the work is almost entirely practical, although time is taken to study and discuss the value of games, plays and exercises in the natural order of progression from Primary Grades to Junior High School. During the first quarter the work consists of story plays, singing games, rhythmic plays, simple ring games and management of primary grades on schoolroom floor and playground. Seasonal and occupational story games and plays. Lessons are planned and taught. A notebook is required.

Texts: Bancroft, Games for the Playground, Home, School and Gymnasium; Stecher, Rhythmic Action, Plays and Games. State Course of Study in Physical Education, etc.

Three periods per week for the first quarter.

PH. ED. 102: PHYSICAL EDUCATION. This quarter is devoted to Physical Education suitable for grammar grades. Swedish exercises are introduced, simple folk dances, competition games for schoolroom and playground, marching, some light and heavy apparatus work, adaptation of games to teaching other subjects and athletics suitable for grammar grades. Posture tests. Lessons planned and taught. A notebook is required.

Texts: Bancroft, Games for the Playground, Home, School and Gymnasium; Crompton, Folk Dances; Burchenal, Folk Dances; Hill, Swedish Exercises.

Three periods per week for the second quarter.

PH. ED. 103: PHYSICAL EDUCATION—ATHLETICS. This course is intended for High School Work. Formal floor work, athletics, folk dances, field and track work, relief and recreational exercises, higher forms of class management on floor and playground, more difficult types of Swedish Lessons, marching tactics, light and heavy apparatus. Lessons are planned and taught. Notebook required.

Texts: Same as above.

Three periods per week for the third quarter.

SECOND YEAR

PRIMARY GROUP

In the Second Year the point of view changes, and physical education is studied from a professional standpoint. Floor work is required, but time is taken to discuss the advantages of the exercises, their aim, order, and progression. Material and methods are given the student which will be practical for their own teaching.

PH. ED. 201-202: EDUCATIONAL GYMNASTICS. The subject is viewed as to the physical and educational effects. The need of more freedom and recreation in the schoolroom is stressed. Rules for conducting recreation in the room, quiet games, etc. Rules for sitting, rising, and class management. Special holiday and seasonal plays for primary grades. Lessons planned and taught. Notebook required.

Texts: Skarstrom, Educational Gymnastics; Bancroft, Physical Education in the Primary Grades, etc.

Three periods per week for the first quarter. Repeated for the second quarter.

PH. ED. 212-213: EDUCATIONAL GYMNASTICS. Continuation of study of educational gymnastics. Playground work, including the construction of playgrounds and playground apparatus suitable for small children. Combining physical education with other subjects. Lessons are planned and taught. Notebook required.

Texts: Same as above.

Three periods per week for the second quarter. Repeated for the third quarter.

GRAMMAR GRADE GROUP

PH. ED. 201-202: EDUCATIONAL GYMNASTICS. Plays and games. Higher forms of class management than primary grades. Changing and separating according to height and necessary floor space. Value and effect of Swedish free-hand exercises according to age and group. Value of organized games. Selection of easy folk dances, games for schoolroom and playground. Lessons planned and taught. Notebook required.

Text: Skarstrom, Educational Gymnastics.

Three periods per week for the first quarter. Repeated for the second quarter.

PH. ED. 212-213: EDUCATIONAL GYMNASTICS AND GAMES. Continuation of above outlined work with introduction of light and heavy apparatus, especially light apparatus that can be used in the schoolroom. Selection of Swedish exercises and athletics for grades. Planning of exhibitions, festivals, and field day. Lessons planned and taught. Notebook required.

Text: Same as above.

Three periods per week for the second quarter. Repeated for the third quarter.

HIGH SCHOOL GROUP

PH. ED. 201-202: EDUCATIONAL GYMNASTICS AND ATHLETICS. In this course the needs of athletics in high schools form the basis for study. Athletics and athletic tests and records for boys and girls are studied. Floor work is required. In addition to former floor work, the types and progression of gymnastics for high school use are studied. Light and heavy apparatus, construction of balance beams, horizontal bars, hurdles, and other playground apparatus. Lessons planned and taught. Notebook is required.

Texts: Skarstrom, Educational Gymnastics; Posse, Special Kinesiology. Health by Stunts, Pearl and Brown.

Three periods per week for the first quarter. Repeated for the second quarter.

PH. ED. 212-213: EDUCATIONAL GYMNASTICS AND ATHLETICS. Students are given opportunity to observe and try out methods. Seniors conduct badge contest, including program, etc. Standing and running broad jump, running high jump for form, making of running track and jumping pit, etc. Pageants, exhibitions, etc., suitable for High School. Notebook required.

Texts: Same as above.

Three periods per week for the second quarter. Repeated for the third quarter.

REVIEW COURSE TEXT BOOKS

The books to be used as the basis for the work for first grade certificates are given below. The names of the publishers and their addresses are also given. Teachers are advised to provide themselves with such of these books as they will use. Any other standard books on the several subjects may, in most cases, be used instead of the regular texts, and teachers should bring with them such of these as they have. Books may be ordered for students after their arrival and assignment to classes, but this will not be done except upon written request. In all such cases the students are obliged to take and pay for the books ordered. The College book store sells all texts at practical cost.

TEXTBOOKS ON WHICH QUESTIONS FOR THE STATE EXAMINATION WILL BE BASED

Agriculture—Duggar. Agriculture for Southern Schools. The Macmillan Co., New York.

Arithmetic—Smith. Modern Advanced Arithmetic. Ginn & Co., New York.

Algebra—Wells & Hart. New High School Algebra. D. C. Heath & Co., New York.

Shakespeare's A Midsummer Night's Dream. The MacMillan Co.

Civics—Hughes. Elementary Community Civics. Allyn & Bacon, Boston, Mass.

Drawing—Industrial and Applied Arts Drawing Books. Mentzer, Bush & Co., Chicago, Ill., or

Industrial Art Textbooks. Laidlaw Bros., New York, or

Practical Drawing. Practical Drawing Co., Cleveland, O.

English History—Cheney. Short History of England. Ginn & Co., New York.

Geography—Frye-Atwood. New Geography, Book II, or

Frye. Higher Geography. Ginn & Co., New York.

General Science—Clark. Introduction to Science. American Book Co., New York.

Grammar and Composition—Emerson & Bender. Modern English, Book II. The Macmillan Co., New York.

Methods of Teaching Reading—State Elementary Course of Study, pp. 121-154.

Physical Geography—Dryer. High School Geography. American Book Co., New York.

Physiology and Hygiene—Ritchie. Primer of Sanitation and Physiology. World Book Co., Yonkers, N. Y., or

Winslow. Healthy Living. Chas. E. Merrill Co., New York.

Spelling—New World Speller. World Book Co., Yonkers, N. Y.

Principles of Teaching—State Elementary Course of Study, Part I.

United States History—Riley, Chandler and Hamilton. Our Republic. Hunter & Co., Richmond, Va.

Virginia History—Wayland. History of Virginia. The Macmillan Co., New York.

Any of these books may be ordered direct from the publisher, or may be procured from the book astore of the school after arrival.

Distinctive Features of Fredericksburg State Teachers College

1. Splendid Faculty. Department heads hold M. A. or Ph. D. Degree.

2. This College is fully accredited as a standard Teachers College by the American Association of Teachers Colleges, the State Board of Education and the Legislature of Virginia.

3. Two-year courses leading to Normal Professional Certificate, for (a) primary grades; (b) grammar grades or to Special Certificate for (c) high school grades; (d) home economics; (e) business subjects, music, arts, physical education, *academic subjects.*

4. Four-year Degree courses (B. S. in Education) in Academic subjects—(a) English, History, Mathematics, Science, Latin and French; (b) Music and Music Supervision; (c) Fine and Industrial Arts and Supervision; (d) Physical Education; (e) Commercial Subjects. No other College in Virginai is offering all of these majors.

5. Four differentiated practice schools to fit the needs of students in each course.

6. Strong athletic program. *New Athletic Field* now completed. New swimming pool to be constructed this summer.

7. In addition to the dormitory, Betty Lewis Hall, opened last year, another small dormitory, accommodating 25 students, adjacent to the campus, will be available.

8. Beautiful Student-Alumnae Building planned.

9. Open Air Theatre, with most beautiful setting in our grove completed in 1923. The Coffer-Miller Players say: "One of the most beautiful spots in which we have played and the only open air theatre whose acoustic properties are perfect."

10. Most beautiful location on Marye's Heights, sixty-five acres, spacious grounds and grove, health record unexcelled.

11. Two hundred sixty-seven dollars covers the entire cost for a full session of three-quarters. This is about one-third the cost at an old line, unendowed private college. The low cost is due to the legislative appropriation which we have for our work.

12. Student aid positions and loans are available to students for both summer quarter and winter session.

13. We seek only outstanding high school graduates and first grade certificate holders as students. Students lacking in seriousness of purpose are not desired. *Register now*, for either summer or winter school. No student is considered registered until she has filled in and returned our blank and paid the room reservation fee. Winter session catalog for 1926-27 ready April 1st

View book and recent bulletins containing addresses on "Matthew F. Maury;" "Christian Education;" "The Needs of the Rural Schools;" "Adequate Training as the Basis of Professional Ethics;" "Educational Tests and Measurements;" now ready for mailing to prospective students. All these are free. Also "History-Geog. Syllabus" for 25 cents, and "Suggestions for the Teaching of English History in the Junior High School" for 10 cents.

A. B. CHANDLER, JR.

Fredericksburg, Va. *President.*

APPLICATION FOR ADMISSION

SUMMER QUARTER

STATE TEACHERS COLLEGE

Fredericksburg, Va.

1. The applicant for admission will please fill out this blank in her own handwriting, and forward it to the President of the College as early as practicable. Prompt attention to this is urged in order to have a room in one of the dormitories reserved.

2. Mail this blank to A. B. CHANDLER, JR., PRESIDENT, Fredericksburg, Va.

Date .....192...

1. Name ..... 2. Age .....
3. Postoffice ..... 4. County .....
5. Name of parent or guardian .....
6. (a) What school did you last attend? .....
   (b) When did (will) you graduate? .....
7. Name and address of principal .....
8. Do you hold a teacher's certificate? ..... 9. Its grade? .....
10. Have you taught? ..... 11. How long? .....
12. Check parts of following completed: State Review Course, Pt. I, II, III; First Yr. Prof., 1st qr., 2nd qr., 3rd qr.; Second Yr. Prof., 1st qr., 2nd qr., 3rd qr. When and where completed? .....

    If applying for S. S., will you attend 1st Term? ..... 2nd Term? .....
13. Is your health good? .....
14. Do you wish a room reserved for you in one of the dormitories? .....
15. Do you wish a State Scholarship entitling you to free tuition? .....
16. If so, do you promise to teach for two years in the public schools of Virginia? ..... Free tuition is given to those who have taught or promise to teach in the Public Schools of Virginia, provided they are recommended as to character and seriousness of purpose by the Division Superintendent.
17. Please underline below the work in which you are especially interested: Primary grades; grammar grades; high school grades; music; fine and industrial arts; physical education and playground; academic subjects; review course for first grade certificate (S. S. only).
18. Do you now contemplate a two-year diploma course, or a four-year B. S. Degree Course in your chosen field? Underline.

Name in full .....

NOTE: If you wish a State Scholarship, have the Superintendent of Schools of your division sign the following. This must be done except in the case of (1) non-Virginia students; (2) those for whom the Superintendent has previously signed.

I hereby recommend .....
for appointment as a State scholarship student at the State Teachers College, Fredericksburg, Va.

(Signed) .....
Superintendent of Schools.

CAMPUS VIEW, STATE TEACHERS COLLEGE, FREDERICKSBURG, VA.